

TITLE OF LESSON

English 2 Unit 2 Lesson 20 – Deconstructing Cartoons
Do images or words tell the truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 2.3, 3.0, 3.2-12, L/S1.0-1, 2.0, 2.4a-d

MATERIALS

“Colors to Warn of Terror Risk” – Reading
Malcolm X for Beginners, pp. 28 & 29, p.77, pp. 86 & 87, p.92, and p. 148 – Reading (a set for each student)
Unit 2 Vocabulary Quiz 2 – Teacher Page
Self-Evaluation – Student Page

LESSON OBJECTIVES

- To take a vocabulary quiz
 - To apply knowledge of literary devices to the analysis of a cartoon
 - To modify the tools/devices identified in *Maus*
 - To determine unique devices being used in *Malcolm X For Beginners*
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Vocabulary Quiz 2** – Ask students to place everything underneath their desks. Have them take out a pen or pencil. Hand out the **Unit 2 Vocabulary Quiz 2**. Tell students they will have ten minutes to complete the quiz. They should start immediately. Remind students that if they are tardy for a quiz and the tardy is unexcused, they will not be allowed to make it up and they will simply have to try to complete as much of it as they can in the time given. At the end of ten minutes, call time. Collect all quizzes.
- 2) Homework Check – Pass back graded assignments. Have students place them in the appropriate section of their binders. Stamp all highlighted and annotated homework. If you have their essays graded, pass them back.
- 3) **Goal Setting** – Ask students to take out the **Evaluation Rubric** or post it on an overhead. Have students look at the grades they received on this essay and compare them to the grades they said they would like to earn (you should have a list of the grades they were aiming for, as they gave them to you the last time they did goal setting). Ask them to take out another sheet of paper, write their names and the date on it, and decide what grades they would like to aim for in their next essay. Have them look at the **Evaluation Rubric** and the Grading Procedure at the end of the **Novel Evaluation Instructions** sheet to decide what they have to improve in order to get the grades they say they would like to earn. Then ask them to write specifically what they will work on to get the grades they have targeted. It could be that they need to work on turning their work in on time, writing second drafts, getting their papers edited properly, making sure to include 3 reasons that back up their thesis statements, or having at least 2 pieces of supporting evidence with quotes from the text. Have them choose at least 2 specific things they can do to earn the grades they are shooting for. Collect their goals and have them place their Evaluation Essays back in their portfolios. Remind students that the rubric is your assessment of the quality of their work. They will also be graded on their effort and the actual work they put into the drafting process.
- 4) **Vocabulary** – Have students take out a sheet of paper and write “Unit 2 Vocabulary List 3” and write the words: elevated, dismantled, and credibility. Tell them that they must define the words tonight, writing the sentences in the reading that helped them to determine the definition.
- 5) **Daily Log** – Have students copy down their **Daily Log** entry below.
- 6) **Sustained Silent Reading** - Read for twenty minutes.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
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	8 - Identify the message, target audience, and bias of <i>Malcolm X For Beginners</i> .		<ol style="list-style-type: none"> 1. Vocabulary Quiz 2. Deconstructing Images 	<i>Malcolm X For Beginners</i> , pp. 28 & 29, p.77, pp. 86 & 87, p.92, and p. 148	<ol style="list-style-type: none"> 1. Read “Colors to Warn of Terror Risk.” 2. Highlight and annotate reading. Create a drawing that expresses your opinion about the article. 3. Journal 8 – Identify the message, target audience, and bias of <i>Malcolm X For Beginners</i>. 4. Define vocabulary words. 5. Continue reading novels.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Deconstructing Images – Ask students to bring out their lists from their binders, with the tools they brainstormed for analyzing *Maus*. They need to bring out the revised Writing Toolbox, the list of Visual Tools, the list of Language Tools, and the list of Symbolic Tools. Tell them that they will be looking at the list of tools they created for analyzing *Maus* to decide how to analyze another illustrated text. The images they will examine today are taken from *Malcolm X For Beginners*, a collection of illustrations paired with written information about Malcolm X. The written information is based on *The Autobiography of Malcolm X*, which they read excerpts of last night for homework. Like *Maus*, *Malcolm X For Beginners* has a comic book style format. Unlike *Maus*, it is not a continuous narrative with repeated characters, but is instead a series of one-panel illustrations. Therefore, the students will need to think of how to change their list of tools being used. Instead of deconstructing the text, they are focusing on how the image works. They will take apart all the devices used in the image in order to understand the image better. Distribute copies of the pages from *Malcolm X For Beginners*. Assign each group one image to analyze (some of the images are two pages long, such as pp. 28 & 29. Others are only one page. It is fine if more than one group analyzes the same image.)
2. **Toolbox** – Tell the students to choose *Group Roles* (see below). Tell students to spend a few minutes looking at the image to decide which tools from their *Maus* lists are appropriate for analyzing the images from *Malcolm X For Beginners*. Then they must give an example of how it is used. The Notetakers from each group should title their paper, “Toolbox for Malcolm X for Beginners”, at the top of the page, list the names of everyone in their group, and next to each name the person’s group role. On this paper, they will write the list of tools that their group thinks is being used in their image and the examples of how these tools are used. Encourage students to modify the list from *Maus* wherever appropriate. (For example, if they were modifying “symbolic tools,” they might say that, whereas Spiegelman uses mice to symbolize the oppression of Jewish people. Doctor uses a picture of a man in chains to symbolize the limits imposed on African-Americans.) Tell them to create new tools wherever appropriate. Each group should make sure to use an existing tool, modify an existing tool, and create a new tool. The more examples they find of tools being used, the better their grade will be. Remind the Process Observers of the strengths and weaknesses identified the last time they did group work. The group must work to improve the weaknesses that were identified previously. Process Observers should make note of what the group does to improve on the weaknesses and write it down.
3. Present Examples – Have each group stand and present the tools they chose and how the tools are being used in their image. Each person from the group must have a part in the presentation. It is up to the groups to decide how they will present. Write down all ideas on the board. As you write, all students should be writing in order to create a master Toolbox. Remind them that they should be taking notes during each presentation. There should be no one sitting around with nothing to do.
4. Group Question – Now ask the groups to come up with an answer to this question, based on their readings from last night and their examination of the images in class today: “Do words or images tell the truth about racism and violence against African-Americans?” Remind students that any answer they give must be supported with reasons. They should refer to the list of tools and examples on the board, as well as the information from *The Autobiography of Malcolm X*.

5. Present – Randomly, call on a member of each group to give their group’s answer to the question. Everyone in the group should be prepared to present which means everyone in the group should have participated in the decision and be able to explain their group’s answer!
 6. Process Observer – Have Process Observers report on their group’s progress today. Make sure they note the work their group did to improve on the previously identified weaknesses. This should also be written down. Collect these at the end of the activity, along with the group’s list of tools and examples.
 7. Self Evaluation – Distribute the **Self-Evaluation** to each student. Tell everyone to fill them out and turn them in.
 8. Review Homework – Tell students to read the article “Colors to Warn of Terror Risk.” The article provides background information for an exercise they will be doing in class tomorrow. They must also identify the message, the target audience, and the bias of *Malcolm X For Beginners*, based on the set of images they have from the book. They should write this down in their journal. This assignment will be continued tomorrow.
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HOMEWORK

- 1) Read “Colors to Warn of Terror Risk.”
 - 2) Highlight and annotate reading.
 - 3) Create a drawing that expresses your opinion about the content of the article.
 - 4) **Journal 8** – Identify the message, target audience, and bias of *Malcolm X For Beginners*.
 - 5) Define vocabulary words.
 - 6) Continue reading novels
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GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible about the tools being used in the image. You must also help them generate ideas about the answer to the question of whether words or images tell the truth about racism and violence. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Notetaker – Your job is to write out the words the group is giving you for the list of tools used in your image. You must also write down the group’s answer to the question. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Presenter – Your job will be to help your group members to present the information from the “Toolbox for *Malcolm X For Beginners*”. You must also present the group’s answer to the group question. It is not your job to conduct the entire presentation. It is your job to make sure that everyone in your group has a role in the presentation, that they can effectively convey their ideas, and that the presentation runs smoothly.

Process Observer – Your job is to observe how other members of your group work together. You must write down your thoughts about how your group members work together to generate ideas and make decisions about how to analyze the image. You must also remind the group of the weaknesses that they must improve and take notes on how the group works to improve them. It is not your job to say anything to them about what you are writing during the exercise, but you will report back to them after the exercise is complete

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2
Project 1 – Letters to the Editor
Evaluation Essay #5



Veils
How does society create and establish truth?

2:2:20:Deconstructing Cartoons

Evaluation Essay #4
Final Project Image
Final Exam

